This Week's Forum: Page 44

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EDUCATION WEEK

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AP/Wide World

At the Republican convention in Houston, Elizabeth Denson, 8, waits to hear President Bush accept his party's nomination. Convention coverage, pages 39-41.

Bush Stand on School Choice Is Seen Bolder

By Julie A. Miller

In 1988, school choice would not have appeared on very many people's lists of key Presidential campaign issues. Not a major topic of debate, it was just one item among many on the agenda of George Bush, who always discussed it in terms of encouraging parental choice among public schools.

Four years later, the notion of empowering parents to choose the schools their children attend by allowing them to spend public money at private schools has become the flagship of President Bush's education agenda. It is the education issue he mentions even in speeches that are not specifically about education.

ELECTION '92

Both Mr. Bush and Gov. Bill Clinton of Arkansas, who strongly opposes private school choice, noted their divergent positions on the issue in accepting their parties' nominations this summer.

Bush Administration officials maintain that the President's stance has

Continued on Page 39

Also in the news

24 **California Compromise**
The 64-day budget crisis ends as legislators and Gov. Pete Wilson come to terms on school finance.

Hurricane Deals Harsh Blow to Fla., La. Schools

By Karen Diegmueller and Mark Pitsch

Hurricane Andrew, the most destructive natural disaster in U.S. history, late last month delivered a knockout blow that wreaked hundreds of millions of dollars in damage on schools and displaced tens of thousands of students in Florida and Louisiana.

In Dade County, Fla., where an area roughly 20 by 20 miles was virtually flattened by the Aug. 24 storm, the opening of school has been delayed for at least two weeks until Sept. 14. School officials are devising a plan to reassign thousands of students—many of whom are homeless.

Students in some of the hardest-hit areas of Louisiana are expected to return to school this week; others returned last week.

In southern Dade County, "we are going to be operating under less-than-normal conditions for this school year," said Henry C. Fraind, the chief spokesman for the county's public schools.

In Morgan City, La., meanwhile, Anna Cunningham, a special-education aide, said last week that she had "just gotten myself together."

"We have really experienced something over the last week," she said. "Yesterday was the first day I did not cry, which is what you want to do every time you leave your driveway."

President Bush last week pledged that the federal government would pick up 100 percent—rather than the typical 75 percent—of the estimated $30 billion in cleanup and repair costs to public facilities

Continued on Page 22

AP/Wide World

The library at a middle school in the Homestead area of Dade County, Fla., is pressed into service as a field hospital in the wake of Hurricane Andrew.

Fed Up With Tinkering, Reformers Now Touting 'Systemic' Approach

By Lynn Olson

CINCINNATI—Vexed by the lack of success of school-reform efforts of the past decade, a growing group of scholars and lawmakers is arguing that the incoherent and fragmented nature of the initiatives may be part of the problem.

What is needed, they say, is "systemic reform."

Advocates of the new way of thinking note that education is funded and regulated by multiple layers of government and that there is little coordination among the numerous players who shape education policy at each level.

In retrospect, say the proponents—including policymakers and politicians at meetings this summer of the Education Commission of the States here and the National Governors' Association—the huge volume of programs and policies adopted during the 1980's exacerbated the fragmentation.

The solution, they say, is to rethink teaching, learning, and governance all at the same time. States need to develop learning goals for students, based on a broad public consensus, and then adopt policies on student assessments, instructional materials, teacher training and licensure, and funding that are aligned and coordinated.

Within such a framework, the advocates

Continued on Page 30

New York Embraces Old Idea From Britain In Developing New Way To Evaluate Schools

By Robert Rothman

Borrowing a 150-year-old school-improvement idea from Britain, New York State officials are developing a new method for evaluating schools' effectiveness.

In contrast to traditional evaluation methods, in which schools are judged on whether they meet state rules on such topics as class size and library holdings, the new system encourages them to monitor their own practices to determine if they match goals for student learning.

As a key part of the plan—modeled on the British "inspectorate" system—outside teams of educators and community members will periodically visit schools and intensively study the teaching and learning that takes place.

The project is set to be piloted in seven schools this fall.

The initiative is aimed at "holding a mirror" up to schools to enable them to ensure that students can achieve the higher standards for performance that the state is developing, according to David Green, a British education official hired by the state education department to help launch the project.

Continued on Page 31

Teachers in Detroit Strike Over Proposal For Flexible Schools

By Ann Bradley

Public schools in Detroit failed to open on time for the city's 170,000 students last week when members of the Detroit Federation of Teachers went on strike, contending that a series of proposals by the board of education to "empower" individual schools would destroy teachers' contractual protections.

The school district has been working for four years on the concept of giving individual schools much greater freedom. But it was the board's proposal to allow empowered schools to waive provisions of the teaching contract, without the approval of the teachers' federation, that prompted the strike, said John Elliott, the president of the union.

"In our opinion that would gut our contract in those schools," Mr. Elliott said. "We will not even allow that possibility."

The negotiations over a new contract have centered primarily on the empowerment program. The talks were continuing last week, despite the strike, with the assistance of a state mediator.

Both sides also disagree on some 60 other issues, including salaries, health insurance, and a proposal by the board to create "lead teachers" who would be paid as much as 25 percent more than regular classroom teachers for performing special duties.

Mr. Elliott said the union is "philosophically opposed" to paying some teachers more than others.

Continued on Page 21

IN SUMMARY

SAT Scores Up
The College Board reports that average verbal scores on the Scholastic Aptitude Test rose last year for the first time since 1985, and that average mathematics scores also increased. **Page 4.**

Middle School Reform
A progress report on a major effort to reform middle schools finds that states are making "uneven progress" in transforming schooling for young adolescents. **Page 5.**

Whom Do You Trust?
Few Americans believe politicians at any level can solve the problems of the nation's schools, the annual Gallup Poll on education has found. **Page 5.**

Decentralizing the A.F.T.
Following its own advice on the right way to govern things, the American Federation of Teachers plans to begin decentralizing the union itself. **Page 14.**

Burying the Hatchet
The New Mexico state affiliates of the two national teachers' unions have agreed to declare a truce in their battles to represent teachers. **Page 15.**

Ballot Box	34
Capital Update	38
Commentary	42,43 and 56
Federal File	32
Focus On: Curriculum	6
Letters	43
Marketplace	45
State Journal	25

Events and Index Supplement
A special pullout section listing education conferences for 1992-93 and containing the index to *Education Week*'s Volume XI.
Begins opposite page 28.

Cover illustration by Laura Costas.

FORUM
The National Association of Professional Educators
Statement on Page 44.

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ACROSS THE NATION

NATIONAL

Spending on Education Up 5%, To $445 Billion, E.D. Finds

Total spending by all levels of government on education is expected to increase by 5 percent this year, to a total of $445 billion, the U.S. Education Department reported last week.

Over the past 10 years, the department found, education spending has increased by 40 percent after adjusting for inflation, and per-pupil spending on elementary and secondary education (including capital outlays and other expenses)—expected to be $6,300 in the 1992-93 school year—has increased by 35 percent during that period.

The department's annual back-to-school forecast also shows that enrollments, which have grown steadily in elementary schools over the past decade, are expected to increase in secondary schools this year for the first time since they peaked in the 1970's. In addition, the report shows, college enrollments are expected to reach a record 14.3 million in fall 1992.

The forecast also states that the number of K-12 teachers is also expected to increase this year, to 2.8 million, and that the rate of increase in the teacher population has surpassed the growth in enrollments. That finding suggests that the pupil-teacher ratio has shrunk over the past five years.

■ **In the 1991-92 school year, the average salary for teachers reached a record $34,213,** according to the American Federation of Teachers' annual salary survey.

That amount was 3.6 percent more than teachers were paid the year before—the smallest percentage increase in 27 years, the union said.

Since the 1980-81 school year, the average teacher salary has increased 95 percent, the report says. In 13 states, salaries improved more than 100 percent over that period.

Connecticut now has the highest average salary, at $47,510, while South Dakota has the lowest, $23,291.

Union leaders said the significant salary gains teachers enjoyed during the past decade are unlikely to continue, given the recession and difficult contract negotiations now under way across the nation.

They also argued that teachers are paid an average of $1,900 less today in current dollars than they were 20 years ago when their wages are adjusted for the experience level of the average teacher. Today, the average teacher has 15.4 years in the classroom, compared with 10.7 years in 1972.

However, the report shows that the average teacher salary now nearly equals the average $34,460 that assistant college professors are paid.

■ **"Pro-family" policies will miss the mark if they do not recognize and address the complex needs of nontraditional families,** according to a report by the Population Reference Bureau.

"Social legislation . . . narrowly designed to reinforce only one model of the American family is likely to be shortsighted and have unintended consequences of weakening, rather than strengthening, family ties," states the report issued by the private research group last month. It pulls together data documenting broad changes in family composition over the last few decades.

It notes, for example, that the marriage rate fell almost 30 percent between 1970 and 1990, while the divorce rate rose by nearly 40 percent; that more than half of all mothers with children in preschool were in the labor force in 1991, compared with one in five in 1960; that one in four babies is now born to an unmarried mother, up from one in 10 in 1970; and that about half of all children today are expected to spend some part of their childhood in a single-parent home.

While married couples with children "continue to be a prominent family pattern," the report says, the model of a breadwinner husband and a homemaker wife raising their own children is no longer dominant.

The report documents the prevalence of different types of families, including single-parent families, remarried couples, unmarried couples, stepfamilies, foster families, extended or multigeneration families, gay and lesbian couples, and the doubling-up of families within the same home.

"As blended families become the norm, the responsibilities of family members become more complex, more ambiguous, and more open to dispute," the report concludes.

Copies of the report, "New Realities of the American Family," are available for $8 each from the Population Reference Bureau, 1875 Connecticut Ave., N.W., Suite 520, Washington, D.C. 20002; telephone (202) 483-1100 or (800) 877-9881. ■

STATES

Statewide Study in Virginia Finds Unprepared College Students

Virginia's first statewide study to track high school students entering college has found that nearly one in seven during the last school year required remedial classes in mathematics, English, or reading.

Released last month by the state's council of higher education, the study tracked in-state high school graduates who attended 39 state-supported colleges and universities as freshmen for the school years 1989-90 and 1991-92.

Of the 23,999 students who went to college in 1991-92, 3,405, or more than 14 percent, required remedial courses, the survey found. While 14.5 percent of public school graduates required remediation, only 8.9 percent of private school students required remedial classes for that school year.

Virginia State University reported that 79 percent of its freshman students were taking remedial courses, the highest for any college studied.

The survey, created to inform high school administrators of student progress in college, was broken down by individual high schools, districts, and regions throughout the state.

Among other results, more than 86 percent of first-time freshmen returned to school for the spring semester, and the median freshman grade-point average was 2.38 on a 4-point scale.

The council will gather and distribute information on freshman performance annually, according to Jim Alessio, the council's associate director for research and information systems.

■ **Colorado 13-year-olds significantly outperformed their peers in the United States and six other nations in an international test of geography knowledge and skills.**

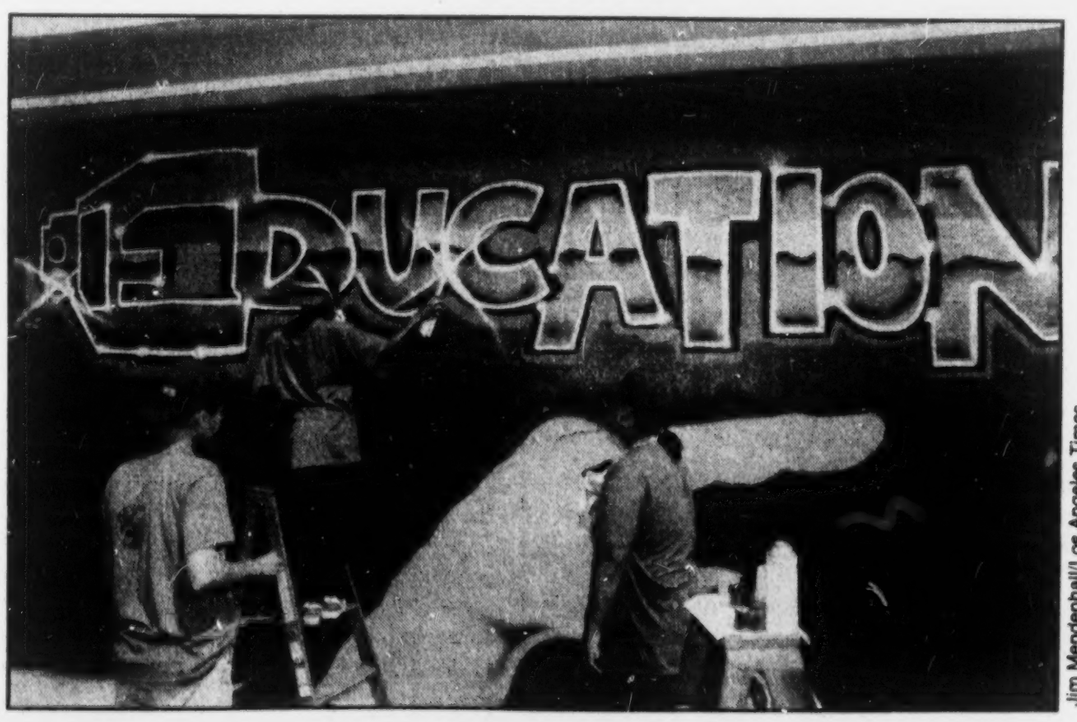
The 24-question test, conducted in 1991 by the Educational Testing Service, was administered to students in nine nations. The results of the international comparisons, which showed that 13-year-olds in the United States performed at the nine-nation average, were released in July.

To gauge the performance of its students, Colorado paid to administer the test to 6,449 students in 190 schools across the state.

The results showed that only students from Hungary outperformed Colorado students. In addition, only one in five 13-year-olds in the state was taking a separate geography course at the time of the assessment; they did not perform as well as students who were not enrolled in such a course.

However, the study found, most students said they studied geography topics "some" or "a lot" in other coursework, such as science or social studies. ■

Paint Job



Jim Mendenhall/Los Angeles Times

Eric Walker, on ladder, gives Elmer Alvarez, left, and Francisco Garcia pointers on graffiti technique as part of a Los Angeles summer-jobs program to turn vandals into artists by paying them to create a series of 20 murals.

DISTRICTS

Federal Judge Rules Age-Bias Law Not Applicable to Religious Schools

A federal law barring age discrimination in employment does not apply to teachers at religious schools, a federal judge has ruled.

U.S. District Judge Arthur D. Spatt of Uniondale, N.Y., ruled that applying the Age Discrimination in Employment Act to a teacher at a Roman Catholic high school would conflict with the First Amendment's religion clauses.

Guy DeMarco, a 49-year-old mathematics teacher at Holy Cross High School in a suburb of New York City, sued the school after his teaching contract was not renewed. He alleged that the school was discriminating against him based on his age, in violation of the A.D.E.A.

But applying the law to a religious institution such as Holy Cross "would give rise to serious constitutional questions and excessive church-state entanglements," Judge Spatt wrote in his July 17 opinion.

He noted that other federal courts have split over the question of whether the A.D.E.A. applies to religious institutions, but the judge found no Congressional intent to apply the law to churches or religious schools.

Judge Spatt said that requiring officials of a religious school to provide their reasoning for releasing an older employee "may subject its religious philosophy to governmental scrutiny."

■ **A federal judge in Texas has struck down a curfew on teenagers that was instituted last year by the Dallas City Council.**

Judge Jerry Buchmeyer of the U.S. District Court for the Northern District of Texas found that the law violated both the Texas Constitution's and the U.S. Constitution's guarantees of freedom of speech and association, among other protections, said Joe Cook, northern regional director of the A.C.L.U. of Texas.

The Aug. 10 ruling was the first since the A.C.L.U. filed suit against the ordinance in July 1991.

Approved by the council in June of that year, the Dallas curfew had never been enforced, Mr. Cook said, because of the pending lawsuit.

The curfew, prompted by a desire to curb crime, had barred teenagers under age 17 from the streets between 11 P.M. and 6 A.M. weekdays and from midnight to 6 A.M. on weekends.

"I think the message [the ruling] sends is that young people have rights and parents have rights that can only be taken away if there are compelling state interests," Mr. Cook said.

Apparently responding to the court ruling on the Dallas curfew, the Fort Worth City Council voted 7 to 2 on Aug. 25 to cancel its own curfew on teenagers, which had been put in place in March, Mr. Cook said.

■ **The New York City Board of Education has angered many volunteer groups that provide AIDS-prevention sessions in the city's schools by adopting a policy requiring them to agree in writing to stress abstinence over other methods of preventing the spread of the disease.**

The board, which approved the new policy in principle in May, finalized the requirement on a 4-to-1 vote in what was described as a hastily called session late last month.

Schools Chancellor Joseph A. Fernandez, who opposes the requirement and favors a more explicit AIDS curriculum, was on vacation at the time, as were two board members known to oppose the pledge.

Mr. Fernandez dubbed the new requirement a "loyalty oath."

The resolution adopted in May required Mr. Fernandez to draft such an oath, but four board members who opposed the chancellor's plans to implement an explicit AIDS-related curriculum were unhappy with his initial efforts.

Ninfa Segarra, a board member from the Bronx who voted in favor of the new oath, said that it simply brings the board's policies into line with state regulations.

More than 40 of the roughly 200 groups that provide AIDS-education volunteers in the schools have already refused to sign the pledge, and others are expected to follow suit, said Terry Lewis, a spokeswoman for the AIDS and Adolescent Network, an umbrella organization of community groups.

Meanwhile, the city's health commissioner, Margaret A. Hamburg, acting with the support of Mayor David N. Dinkins, denounced the pledge requirement as "abhorrent." ■

UPDATE

■ **The Minnesota Supreme Court has upheld the right of lay teachers at a Roman Catholic high school to bargain collectively with their employer.**

Administrators at Hill-Murray High School, near St. Paul, had maintained that they did not have to bargain with a newly certified affiliate of the Minnesota Federation of Teachers because the school's religious affiliation exempted it from state labor-relations law.

Last year, an appeals court ruled that certifying the union against the wishes of the school's officials violated freedom-of-religion guarantees in both the state and federal constitutions. *(See Education Week, June 19, 1991.)*

The July 24 supreme court ruling reversed that decision, finding that neither constitution bars application of the Minnesota Employment Labor Relations Act to religious schools.

The ruling serves as a "clarification of [the teachers'] rights to meaningfully bargain a contract" on such issues as salary, benefits, work hours, and grievance procedures, said Roger A. Peterson, a lawyer who represented the teachers.

■ **Commissioner of Education John Ellis of New Jersey has ruled that Whittle Communications' "Channel One" classroom news show does not violate state law and that schools may continue to use it.**

In a lengthy written opinion issued Aug. 6, the commissioner overruled an administrative-law judge who had found that the Trenton school district's use of Channel One violated state law because each show includes two minutes of commercials. *(See Education Week, Aug. 5, 1992.)*

Mr. Ellis found that Channel One consists of "informative current events and news" and that it supplements the district's regular educational program. He said his decision was influenced by the fact that the district shows Channel One during a homeroom period and, thus, does not detract from any instructional periods.

The commissioner warned, however, that he might rule differently if the program were shown during an instructional period or if the commercial time went beyond two minutes a day.

A spokesman for the New Jersey Education Association, which led the challenge to the Whittle program, said no decision had been made on whether to appeal Mr. Ellis's decision to the state board of education.

■ **The Educational Testing Service will appeal a ruling by a New York judge ordering the firm to release to colleges a student's Scholastic Aptitude Test scores, which the testing company had thrown out as invalid.**

"Of course we are disappointed that this particular judge has ruled differently than 21 other judges who have upheld our procedures," said Gregory R. Anrig, the president of the E.T.S.

The case involves Brian Dalton, a senior at Holy Cross High School in New York City, who sued the testing firm—which administers the college-admission test—after the E.T.S. invalidated his scores.

Officials at the E.T.S. had charged that Mr. Dalton's combined score, which was 410 points higher than the first time he took the test, was inconsistent with his high school grades and other test scores.

Citing a handwriting analysis, the officials concluded that "someone else may have completed" Mr. Dalton's answer sheet. *(See Education Week, April 15, 1992.)*

But Judge William D. Friedmann of the Supreme Court of Queens County, N.Y., ruled on Aug. 7 that the E.T.S. had "breached its . . . contract" with Mr. Dalton by failing to consider evidence he had provided—such as statements from the test proctor and an fellow test-taker—that he said proved he had taken the test. As a result, Judge Friedmann ruled, the firm must release Mr. Dalton's scores "without comment or qualification."

■ **The U.S. Immigration and Naturalization Service has issued a legal opinion that frees school districts from the need to repeatedly reverify the employment-eligibility status of substitute teachers.**

School administrators sought a clarification from the agency last winter when it appeared that revisions in the 1986 Immigration Reform and Control Act might require districts to fill out a new immigration form every time they sent a substitute out to teach. *(See Education Week, Feb. 12, 1992.)*

The I.N.S. concluded that substitute teachers have "a reasonable expectation of continued employment," so they and their employers only need to complete a form verifying their identity and eligibility to work in the United States when they are first hired by a school system. ■

DIMENSIONS

Computers in Schools

The number of microcomputers installed in the nation's elementary and secondary schools topped 2.5 million for the first time in the 1991-92 school year, according to a marketing survey.

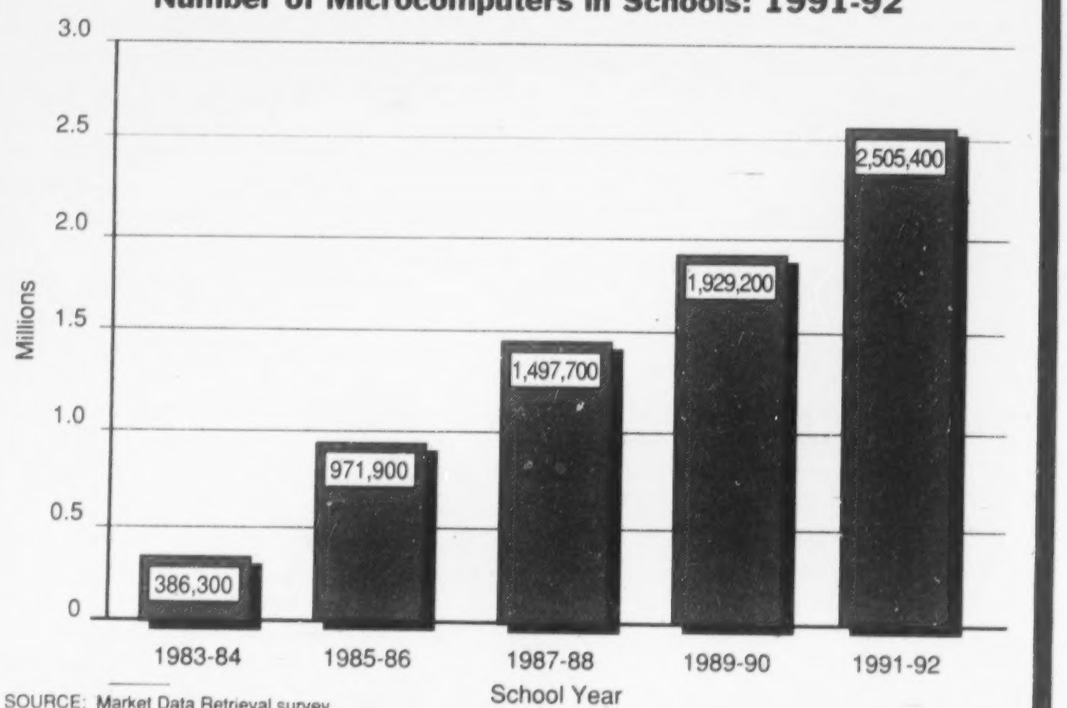
The survey, by the Connecticut-based Market Data Retrieval firm, found that last year's total was nearly 550 percent above the 386,000 computers the firm found during the 1983-84 school year, the first time it compiled such data.

According to the survey, public schools have 89 percent of all computers now in use in precollegiate schools, while private schools have 5 percent and Catholic schools have 6 percent. However, the private school total grew by more than 24 percent and the Catholic-school total by more than 16 percent over the 1990-91 school year, compared with an increase of just over 9 percent for public schools.

The firm says its data are based on reports from 85 percent of all schools.

For more information, call or write Market Data Retrieval, 16 Progress Dr., Shelton, Conn. 06484; (203) 926-4800.

Number of Microcomputers in Schools: 1991-92



SOURCE: Market Data Retrieval survey.

PEOPLE

■ **Jerome T. Murphy,** a professor of education at the Harvard University graduate school of education, has been named the school's dean.

Mr. Murphy, who specializes in the politics of education, served as the associate dean of the school under his predecessor, Patricia A. Graham, who resigned in 1990 to become president of the Spencer Foundation.

The school's first choice to succeed Ms. Graham, Linda Darling-Hammond, declined the position for personal reasons.

■ The former superintendent of the Cleveland schools will become the new head of the Youngstown, Ohio, schools.

The Youngstown board appoved hiring **Alfred D. Tutela** at a meeting this summer.

Mr. Tutela was superintendent in Cleveland from August 1986 until May 1990, when the city's school board bought out his contract for $300,000.

He will succeed Emmanuel Catsoules, who retired after 14 years as school chief in Youngstown. ■

ventiveness, and society needs inventiveness as much as skillfulness."

Understanding Choices

Teachers at the institute say the program can benefit them no matter how much experience they have.

Ms. Kobren, the 3rd-grade teacher from Queens, for example, came to the Lincoln Center institute after 16 years of teaching. She says she applied to the program after talking with an administrator at her school who had already taken part in it. Like most of the teachers here, she had no previous training in arts education.

"I never felt prepared enough to share this sort of thing with my students," she says.

Ms. Kobren speaks as she sits in an institute class sketching likenesses of African masks shown on a screen at the front of the room. The lesson is intended in part to introduce the educators to the paintings of turn-of-the-century artists who were beginning to experiment with abstract forms.

Tom Aprile, a sculptor whose own work has been described as "new surrealism," is the instructor of this class. He says such masks may have influenced the work of Picasso, Leger, and other abstract artists who were painting in Paris, where a local art dealer had begun to import African masks.

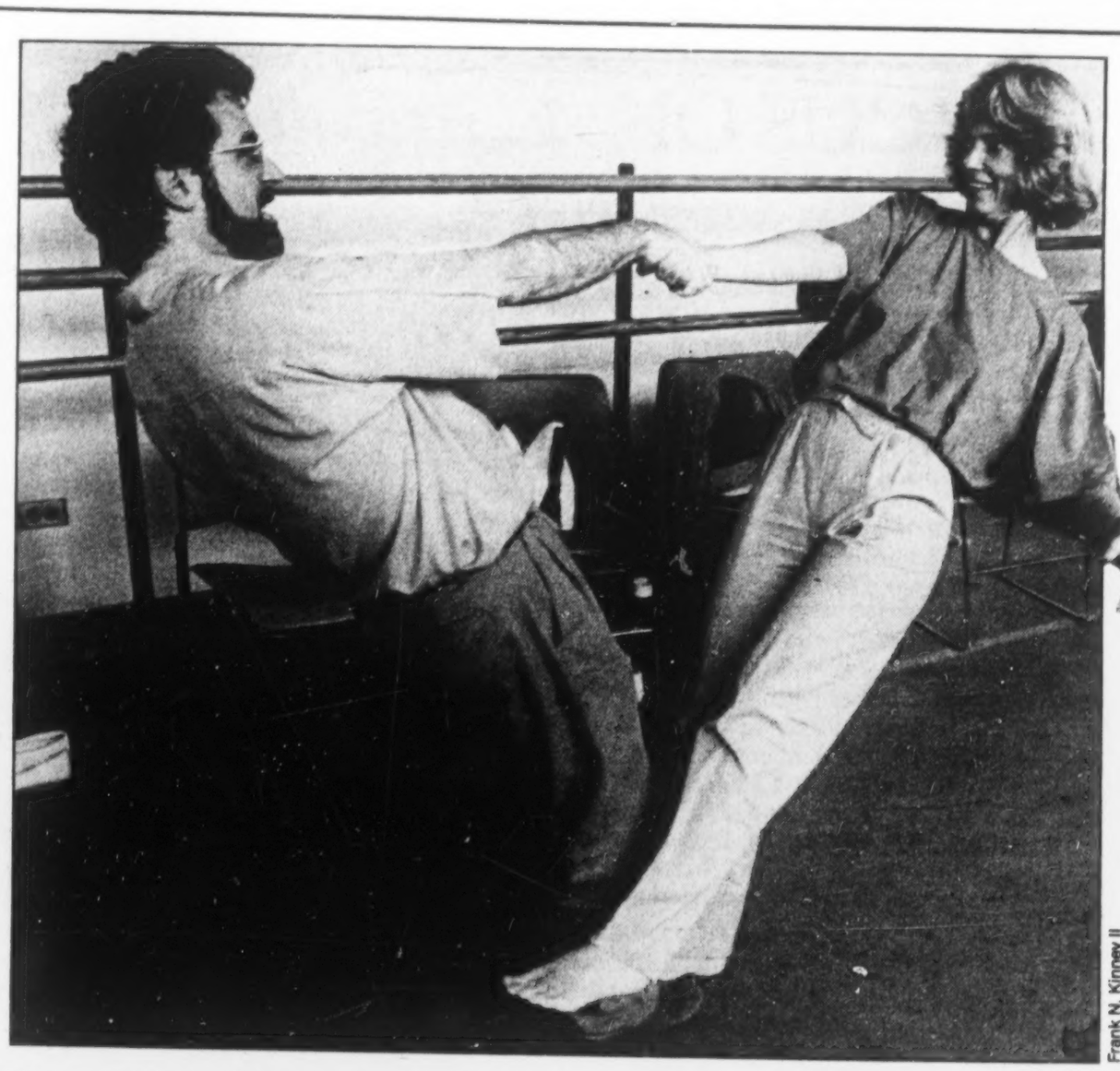
Ms. Kobren, who teaches in School District 29 in Queens, says the masks are "something my kids can relate to."

"I would like to take this and carry it through to have them look for it in arts forms and to see what they could recognize and interpet, and perhaps have an activity in creation," she says.

After the art lesson, the teachers discuss the performances they saw the previous day by the New York Philharmonic and the Meridian Brass Quintet.

Then, Sue Lund, the instructor for that part of the classroom session, leads the teachers as they use percussion instruments to understand the concept of ostinato, or continuously repeated idea or pattern of sound, in a symphonic piece. The group also dabbles with other aspects of musical performance over which a conductor has control, such as tempo, timbre, and imitation.

"This is one of the things I do where I feel I'm least likely to get in a rut," Ms. Lund, a flute player in two chamber-music ensembles, says of her teaching experiences.



Frank N. Kinney II

In a rehearsal space in New York City's Lincoln Center, David Briskin, left, a teaching artist, works with Donna Plasket on a dance exercise. The Lincoln Center Institute for Arts in Education strives to create "esthetically aware" educators who will infuse the arts into their own teaching.

Later that afternoon, the teachers will troop to the Metropolitan Museum of Art where, armed with a battery of questions to ponder, they will view some early abstract paintings. Looking at Picasso's *Three Musicians*, for example, the teachers are asked to think about: "What shapes did Picasso develop a language from for this painting?" and "Did he stay consistent to this language throughout the painting?"

The focus, as always in the institute classes, is not on coming up with the right answers but on coming to understand the choices artists make and asking thoughtful questions.

"The teacher who comes to class with 'Hamlet' all worked out and finished is the worst kind of teacher," Ms. Greene says. "The teacher who knows she will never have all the answers is the best kind of teacher."

About 60 percent of the teachers who have participated in the institute return for a second year, Mr. Schubart says.

"Obviously, it takes an enormous degree of sophistication to discover 'The Tempest' and then begin to apply that to another play," he says. "But, eventually, that begins to happen."

Funding Cutbacks

While teachers have given the program high marks, no definitive research has been completed so far to show that the institute experience translates to more and better learning in the arts for their students. To find out whether it does, the institute is currently working with the Harvard University psychologist Howard Gardner on a five-year experiment to measure the impact of the program in classrooms.

Having some research backing for any arts-education program is particularly important now, Mr. Schubart says, because school and government funds to support such programs have begun to decline in recent years.

School arts programs, often considered an educational "frill," have been cut back in a number of states and major cities—including New York—in the face of budget deficits. At the institute, despite the hundreds of new participants this year, enrollment has declined by 10 percent from the previous years, according to Mr. Schubart.

As a result of budget cuts, educators at the institute say, some schools can offer children little or no arts exposure in the course of the school day. Ms. Kobren says her school is among them.

"I deal with the lower grades," she says, "and whatever art my kids get is the art that I give them." ■

male population.

The assessments that we use are geared to a set of expectations that are geared to one particular group of people.

It's not that girls can't do the math; what we're talking about is the concepts underlying the instructional strategies.

We're calling it a "girl problem," but I don't think it [is]. The question is "Are we making it a girl problem?"

Q. Your research seems to indicate that patterns of socialization which are key to this discourse are established early in childhood and prior to entry into the formal educational system. How do you propose that educators address this problem?

A. If you remember early education history, the curriculum was set up to perpetuate certain values. We've also used education to foster a certain kind of participation in the democratic system.

But, until recent years, there hasn't been a focus on how do we teach the "other kids."

I think we have to acknowledge we have used education to create the kind of citizen that we wanted.

We need to be very conscious about what we're doing. Otherwise, we're perpetuating mathematics achievement for a very small percentage of people.

Q. You state that changing teacher attitudes is "critical" to changing patterns of socialization. How do you suggest making meaningful changes?

A. I'm very optimistic about that. Teachers are incredibly creative human beings; given the support, teachers will change.

But you can't create a sense of excitement about things that were terrifying to you the first time around.

In some cases, [districts] are having them go through experiential kinds of workshops. . . . The teachers then can go back and be very comfortable with their own teaching.

[W]hat we haven't looked at is the unconscious discourse that goes on in the classroom.

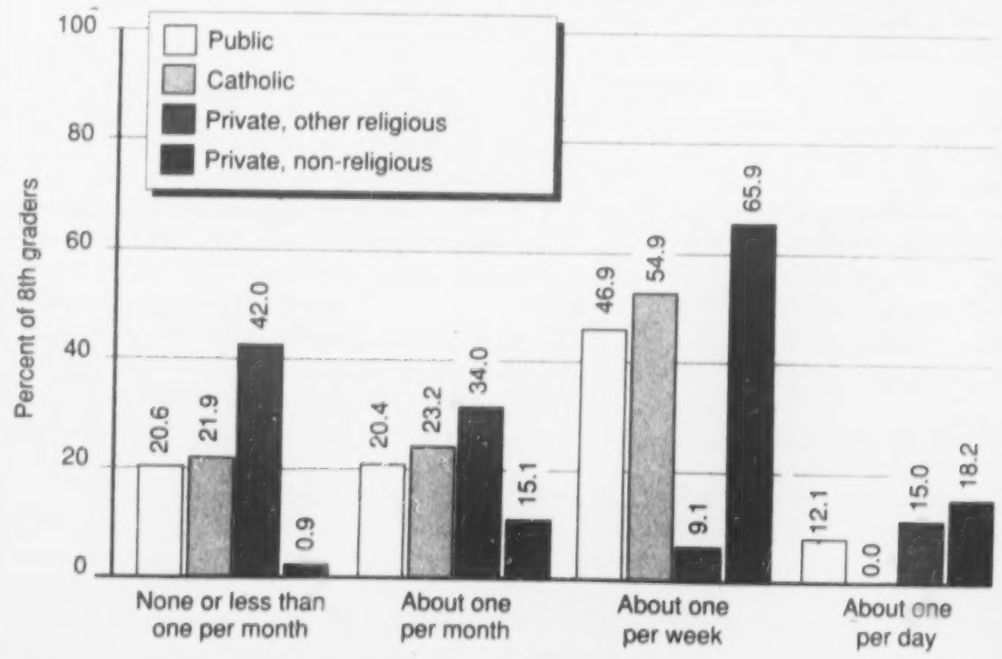
There's something about the language of mathematics that is alienating, not just for girls, but for many people.

And from my perspective, for example, I think it would be incredibly boring to sit in a math class that centers around football scores. ■

DIMENSIONS

Science Experimentation

Percentage of 1988 8th Graders Whose Science Teachers Reported Varying Frequencies of Conducting Scientific Experiments



SOURCE: National Center for Education Statistics.

Income Gap in College Participation Persists, Democratic Study Concludes

By Mark Pitsch

WASHINGTON—Since the late 1970's, low-income students have not made up any ground on their higher-income peers in the rate at which they attend college, a new study concludes.

The study, "Parental Income and College Opportunity," was released here last month by the Democratic Study Center, which commissioned the report.

"These data provide us with a very disturbing picture of how American society has changed in recent years," said Rep. Bob Wise, D-W.Va., and the president of the center. "During a period in which a college education has become a passkey for earning a middle-class standard of living, the opportunity to get that passkey has become increasingly unequal."

"I think this is a real blow to having the kind of society we Americans pride ourselves on—a society in which who you are is determined by merit and hard work instead of what neighborhood you grew up in or what kind of job your old man had," Mr. Wise added.

The study, conducted by Charles F. Manski, a professor of economics at the University of Wisconsin, found that college-going and degree-attainment rates continue to be closely correlated to the income of a student's family.

In the late 1980's, according to the study, 44 percent of youths from families in the lowest one-fifth of income range, 62 percent of youths from families in the middle quintile, and 79 percent of youths from families in the highest quintile were enrolled in college.

The study drew on data from the Current Population Survey between 1970 and 1988, the National Longitudinal Study of the High School Class of 1972, and the High School and Beyond survey.

Four-Year Colleges

The study found that the distribution of enrollments at two-year institutions was relatively similar across all income groups. In the late 1980's, 16 percent of youths from families in the lowest quintile, 20 percent of youths from families in the middle quintile, and 17 percent of youths from families in the highest quintile were enrolled in two-year colleges.

Greater disparities were found in enrollments at four-year colleges and private colleges.

In the late 1980's, 20 percent of the youths in the lowest-income quintile, 29 percent of those in the middle quintile, and 40 percent of those in the highest quintile were enrolled in four-year public colleges.

For private colleges, the respective percentages were 7 percent, 12 percent, and 20 percent.

The breakdown by income of students enrolled in private high schools nearly matched that of students enrolled in private four-year colleges in the late 1980's, the study found.

According to the study, the chance that a high school senior from the highest quintile was enrolled in a private school was about 3½ times greater than that of a youth from the lowest quintile.

Enrollment Distribution Stable

Moreover, the enrollment distribution has changed relatively little over time, the study concludes.

In the period from 1975 to 1979, the percentage of youths enrolled in two- or four-year public colleges whose family incomes were in the bottom quintile was 35 percent, the study said. That percentage dropped to 30 percent for the years 1981 to 1984 and then rose to 36 percent for the period 1985 to 1988, it said.

Meanwhile, the percentage of youths from families in the middle-income quintile was 41 percent for 1975-79, 42 percent for 1981-84, and 49 percent for 1985-88.

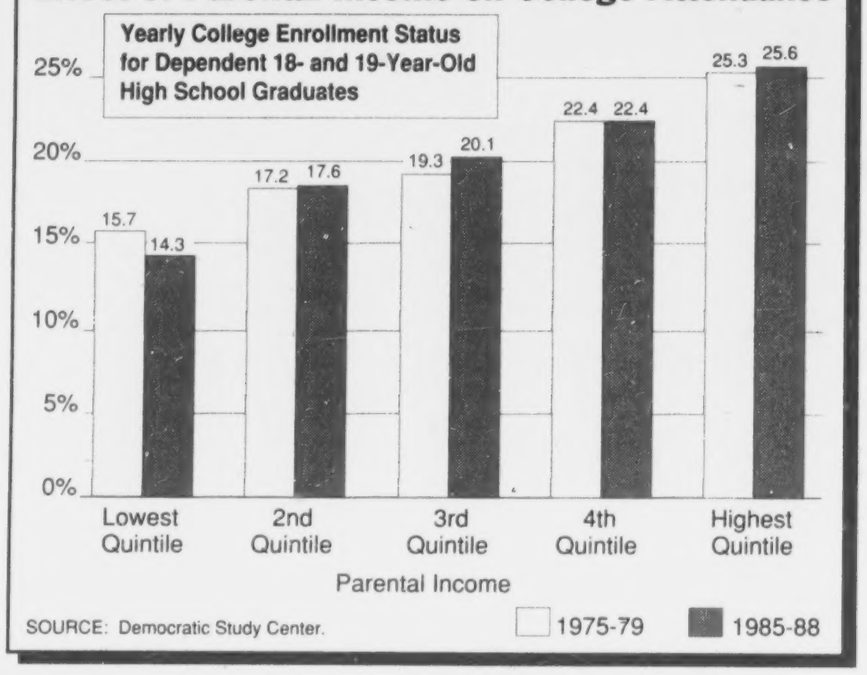
For families in the highest quintile, the percentage was 49 percent for 1975-79, 54 percent for 1981-84, and 57 percent for 1985-88.

For private colleges, the percentage of youths enrolled increased moderately from the late 1970's to the late 1980's for all groups—from 7 percent to 9 percent for the lowest quintile, from 10 percent to 14 percent for the middle quintile, and from 21 percent to 22 percent for the highest quintile, the study said.

The report concluded that income affects the attainment of a bachelor's degree even more than it does college enrollment.

By 1986, the study said, 12 percent of the students who graduated from high school in 1980 from families with incomes in the lowest quintile received a degree, compared with 24 percent from the middle quintile, and 39 percent from the highest quintile.

Effect of Parental Income on College Attendance



SOURCE: Democratic Study Center.

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Child Poverty Rose Steadily in '80's, City-by-City Count by C.D.F. Shows

By Deborah L. Cohen

Child poverty rose steadily in the last decade and now pervades every region of the country, the Children's Defense Fund maintains in a new report.

The report, based on new and unpublished Census Bureau data, offers the first city-by-city count of poor children since the 1980 Census. The C.D.F. released a similar state-by-state analysis in July. *(See Education Week, Aug. 5, 1992.)*

The report shows that 26.2 percent of children living in cities with populations of at least 100,000 are poor, and that in some cities, one-half to two-thirds of children in minority groups are poor. While child poverty historically has been concentrated in large urban centers, the report states that the 20 cities with the highest child-poverty rates in 1989 are "disparate in size and geography."

In addition to such large cities as Detroit, New Orleans, Cleveland, and Miami, the list includes smaller cities such as Laredo and Waco, Tex.; Shreveport, La.; Rochester, N.Y.; and Macon, Ga.

The report also cited cities not in the top 20—such as Salt Lake City and St. Paul—that have "surprisingly high" child-poverty rates, and noted that 86 rural counties have a higher precentage of children living in poverty than in the nation's poorest city, Detroit.

The report found that child-poverty rates rose in 84 of the 100 largest cities in the 1980's, with the overall rate for the 100 cities rising from 24.8 percent in 1979 to 28 percent in 1989. Cities with the highest percentage-point increases in child poverty during that period were Flint, Mich.; Milwaukee; Detroit; Gary, Ind.; and Fresno, Calif. The child-poverty rate fell in 15 cities and stayed the same in one, Philadelphia.

'Startling Extremes'

According to the report, child-poverty rates reached "startling extremes" for minority children in several cities. In 31 cities, at least half of the black children were poor; in 19, at least half of the Native American children were poor; in 10, at least half of the Hispanic children were poor; and in eight, at least half of the Asian-American children were poor. Erie, Pa., had the highest share of both black and Hispanic children living in poverty, while Minneapolis had the highest rate of poor Native American children and St. Paul the highest rate of poor Asian-American children.

As in its state-by-state report, the group noted that poverty rates are highest for the youngest children. In 1989, about 28 pe nt of urban children younger than 6 were poor, and poverty rates for young minority-group children in some cases exceeded 70 percent.

"Such high rates of poverty among our youngest children are simply not compatible with this country's goal of getting all of our preschool children ready to learn by the time they reach 1st grade," said Marian Wright Edelman, the president of the C.D.F.

Olivia Golden, the group's director of programs and policy, attributed the trend to falling wages and the loss of manufacturing jobs, the stagnation and decline of anti-poverty programs, and the rise in single-parent families.

The report urges Congress to pass pending legislation that would improve and boost funding for the child-welfare system and increase food-stamp assistance. It also recommends increasing the Earned Income Tax Credit; raising the minimum wage; expanding youth employment and training programs; improving child-support enforcement; and enacting a refundable tax credit for children.

Copies of the report, "City Child Poverty Data from the 1990 Census," are available for $5 each from the C.D.F., 25 E St., N.W., Washington, D.C. 20001.

Cities With Highest Child-Poverty Rates, 1989

City	Rate
Detroit	46.6%
Laredo, Tex.	46.4
New Orleans	46.3
Flint, Mich.	44.6
Miami	44.1
Hartford	43.8
Gary, Ind.	43.0
Cleveland	43.0
Atlanta	42.9
Dayton, Ohio	40.9
St. Louis	39.7
Buffalo	38.8
Rochester	38.4
Milwaukee	37.8
Newark	37.6
Cincinnati	37.4
Fresno, Calif.	36.9
Shreveport, La.	36.7
Waco, Tex.	36.6
Macon, Ga.	36.1

SOURCE: Children's Defense Fund.

Federal Judge Rules Parents May Seek I.Q. Tests of Black Students in California

A federal judge ruled last week that parents of black schoolchildren in California may seek intelligence testing of their children to determine whether they belong in special-education classes.

U.S. District Judge Robert F. Peckham of San Francisco lifted his own 1986 order that had banned intelligence testing of all black children in the state's public schools who were referred for special education, except for those being considered for gifted and talented programs.

The 1986 order was an expansion of a landmark 1979 ruling, also written by Judge Peckham, that barred California educators from using I.Q. tests to identify black schoolchildren for placement in classes for educable mentally retarded children.

The 1979 ruling found that the use of such tests resulted in a disproportionate number of black children being placed in the "dead end" classes for the retarded, which have since been eliminated.

A group of black parents sued state education officials in 1988, charging that the expanded 1986 order deprived them of the full range of assessment opportunities for their children solely because of their race.

Last year, Judge Peckham issued a preliminary ruling in favor of the parents that allowed them to have their children tested. *(See Education Week, July 31, 1991.)*

The judge's final ruling on Aug. 31 declared that the 1986 order expanding the I.Q. test ban violated due process of law because it went beyond the scope of the original trial court findings.

The 1979 ruling remains in place, and Judge Peckham ordered a hearing to determine whether there are any present-day equivalents of the "dead end" classes for the mentally retarded that were the subject of that ruling.

The state education department, which defended the more expansive I.Q. test ban, was still examining the ruling late last week and did not have a comment. —M.W.

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The Learning Society:
Coming Back to Campus

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.

I'm back on campus, getting ready to resume my teaching duties at the University of California at Berkeley in January. In part, coming back meant packing up all the books and gear I'd accumulated during my tenure at Apple Computer and moving it into my new office on the third floor of Tolman Hall. I spent the first half hour on my knees, trying to operate the keypad on the new electronic lock on my office door (and wondering how much good three years on the cutting edge of technology had done me). I spent two hours unpacking cartons, and then set out for a walk around campus to check out old haunts.

Signs of change were everywhere. Towering cranes dipped methodically into the shell of the huge Biological Sciences building, creating homes for newly reorganized departments. I stopped by the Faculty Club for a bite to eat and found a few new items on the menu—along with the same, new-age interpretation of Caesar salad that I'd last complained about in 1988.

Continuing my stroll, I saw new faces on campus. I thought I noticed more than the usual number of faculty members; then I realized that many of these mature faces belonged to students.

I'd seen the statistics, but it wasn't real to me until I saw those faces. All over the nation, adults are coming back to campus. According to the National Center for Educational Statistics, 43 percent of all college students are now age 25 or older.

Let me repeat that number: 43 percent. Some sources put the figure as high as 45 percent. In any case, it is an astonishing statistic.

When you take a closer look at the 25-plus population, the first thing that strikes you is how fast it has grown. Over the last two decades, the number of adult learners in their late twenties has nearly doubled. The number of college students over 30 has more than doubled; they now number well over 3 million.

The trend is likely to continue. In fact, the education of adults is the most rapidly growing sector of American education. By the end of the century, the population of adult learners aged 25 and older is expected to increase by 16 percent. At the same time, virtually every two- and four-year institution will enroll fewer students in the 18–24 age bracket. Projections show that the number of people in this age range will drop by 8 percent, but that the rate of college attendance will remain constant.

Enrollment managers at our colleges and universities will be finding new ways to compete for young freshmen and transfer students, but these marketing efforts alone won't suffice. They will be concentrating more and more on the one segment of the college-bound population where growth is predicted: those age 25 and older.

Who are these undergraduates?

For one thing, they tend to be part-time students. For another, they tend to be women. Of all college students age 25 and older, 59 percent are female. In higher age brackets, the proportion of women increases. Two out of three undergraduates over age 34 are women.

It is eye-opening to think that every time I lecture to a group of 100 undergraduates, I have to assume that more than 40 of them—say, nearly all the people on the right side of the room—have resumed their education after taking a break to work or raise families or serve in the military or pursue a dream. Most of them have probably narrowed down their career goals. Most have held jobs—some for decades. Some are making career changes; others are retired. Many have children; some have grandchildren. Most are concerned with financing their educations while meeting other monthly bills.

We have few models for teaching these students. The last time college teachers faced undergraduates like these was half a century ago, when the G.I. Bill opened college doors to 2.3 million veterans, including half a million without a traditional "college prep" background. Many leading educators ridiculed the idea. Even Robert Maynard Hutchins—one of my heroes—warned in 1944 that colleges and universities would become "hobo jungles."

In fact, these adults became the most successful group of students American universities had ever seen, taking more than their share of places on deans' lists and honor rolls. Maturity and motivation apparently were more important than skill levels or even academic preparation.

Today, maturity and motivation are again crucial factors. Older students may do more than succeed at making the best of what we have to offer; they may force us to make better what we have to offer. As William Giczkowski, of the University of San Francisco, wrote in a recent issue of *The Chronicle of Higher Education* (March 25, 1992), "The Influx of Older Students Can Revitalize College Teaching." I'll discuss his ideas, and a few of my own, in my next column.